



# M. J. COLLEGE

## Criterion 1 Curricular Aspects Metric

Metric No.	1.3 Curriculum Enrichment	
1.3.1	1.3.1: Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	List of courses addressing the professional ethics, gender, human values, environment and sustainability in the curriculum

<b>Programme Name</b>	<b>Subject Name</b>	<b>Cross-Cutting issue</b>	<b>Description of the Course</b>
B.Ed	Sociological Perspective of Education	Human Value	Understanding the nature of castes and their education, Problem faced by the treble communities and the issues in education of treble children. To understand how poverty affects Schooling prospects of children with special reference to migrant children. Aims of Education, Democracy and Education. Sociological base of education. Meaning of new social order, Education of illiteracy, Equality of opportunities in terms of casts tribes. Disabled, Gender and Minorities;
B.Ed	Sociological Perspective of Education	Professional ethics.	Private public partnership (PPP); yet others relate to the status of teachers- actualization and information of teachers. Students' teachers will be given an opportunity to study these concerns and prospects through case studies and other academic literature. <ol style="list-style-type: none"> <li>1. Professional ethics</li> <li>2. Impact of privatization and developments on Human Resources on the institution.</li> </ol>
B.Ed	Curriculum and knowledge	Human Values	To understand the nature of Knowledge, moral values and skill. Nature of Values and morality: Values are what make people consider life worthwhile. Values and morality involve choices which are arrived at by balancing diverse and often contradictory values, Even so, the choice made by one person may be very different from that made by another. Morality in a multi-cultural, religious and democratic society: different culture/ religions have different values systems and preferences, can any one of them become the basis of moral education in school? Can there be



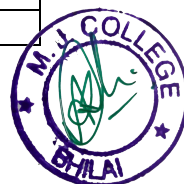
			democratic norms of dialogue between different value systems. Objectives of moral education system.
B.Ed	Curriculum and knowledge	Professional ethics.	<p>Curriculum and Productive Work:</p> <ol style="list-style-type: none"> <li>1. Understanding work as a productive activity which aims at producing tangible goods or services.</li> <li>2. Gandhian notion of education thought productive work and a review of experiences of its actual implementation. Can we substitute traditional crafts with modern (SUPW).</li> </ol> <p>Vocational Education: education as preparation for a particular field of employment Vs liberal education to prepare for adult life in general. Possibility of combining work skills of several fields as a part of general education.</p> <p>The place of work in curriculum- its role in integrating knowledge, skill and values in real life like contexts.</p>
B.Ed	Teaching of Values	Human Values	<ol style="list-style-type: none"> <li>1. Nature and sources of values, biological, psychological, Social and ecological determinates of values.</li> <li>2. Classification: values into various types, material, social, moral and spiritual values- their bearing on education varying degrees.</li> <li>3. Corresponding to values there are evils or dis- values – material, social, economic, moral and religious evils leading to faithless and irreverence: how can education overcome these</li> <li>4. Level of values realization, how to resolve the conflicts among values how to work for the integration of values that are embedded in education.</li> </ol>



			<p>5. Development of values as a personal and life long process teaching of values as an integral part of education.</p> <p>6. Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value taken evaluate.</p>
B.Ed	Gender, School and Society	Human Values	<ul style="list-style-type: none"> <li>-ender key concept, social construction of gender.</li> <li>-Gender and Schooling.</li> <li>-Gender and Sexuality.</li> <li>-Psychological and Sociological Perspective</li> <li>-Strategies for change.</li> </ul>
B.Ed	Inclusive Education	Human Values	<ul style="list-style-type: none"> <li>-Understand diversity- concepts, characteristics, classification of children with diversity (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotors and Neuromuscular disorders, Mental Retardation, Autism, Leprosy Cured persons, Mental Illness and multiple Disabilities).</li> <li>-Concept of an inclusive school- infrastructure and accessibility, human resources, attitude to disability, whole school approach.</li> <li>- Community based education.</li> </ul>
B.Ed	Philosophical Perspective of education	Human Values	<p>Philosophical System –</p> <ul style="list-style-type: none"> <li>-Realism with reference to Aristotle and Jainism.</li> <li>-Naturalism, Idealism, Pragmatism, Humanism.</li> <li>-Indian Thinkers, Western Thinkers</li> </ul>
B.Ed	Educational Administration and Management	Professional Ethics	<ul style="list-style-type: none"> <li>-Conceptual framework concept of educational Administration.</li> <li>-To enable the students to understand to concept at Importance of communication and its possible barriers in educational administration.</li> </ul>



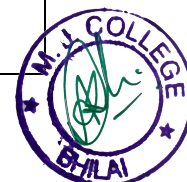
			-Educational Administration in the state: the administration in the field of education in the state.
M.Ed	Philosophical perspectives of Education	Human Values	-To develop appreciation of the basic tenets, principles and developments of the major Indian Schools of Philosophy and Educational thoughts of Indian. -To develop the understanding of interrelationship between Sociology and Education. -To develop appreciation of education as a means of Social reconstruction. -To understand the bearing of various Political & religious ideologies on Education. -Process of Socialization, Education and Family, Process of Socialization, Social Stratification and Education, Education for emotional and integration, Meaning and need of Equality of Education Opportunity and Social Justice with special reference to caste, class, race and religion.
M.Ed	Introduction to Research Methodology	Human Values	-Areas of educational research and different source of generating knowledge Research Proposal and research ethics.
M.Ed	History and Development of Education in India	Human Values	-To develop understanding of the Psychological basis of Education. - To understand the Cognitive, Affective and Psychomotor development of adolescents and youth. - To understand the theories of Learning and their Utility in the Teaching Learning Process. -To understand the Concept and Process of teaching. -Development- Concept, stages, dimensions. Kohleberg's moral development. -Moral Development- Theories of Piaget and Kohlars. -Personality, Intelligence and Creativity.
M.Ed	Curriculum	Human Values	-To understand the concept and



	Development		principles of curriculum development. -To understand the Foundations of curriculum reconstruction.
M.Ed	Sociological perspectives of Education	Human Values	-Meaning and Nature of Educational Sociology. -Interrelationship between Education and Social Variables. -Process of Socialization. -Education and Family -Education and Culture in general
M.Ed	Sociological perspectives of Education	Gender	-Education and religion, Caste, Gender. -Class Education for Weaker Sections. -Education and Development- sex Education.
M.Ed	Psychological Perspectives of Education	Human Values	-To develop understanding the Psychological basis of Education. -To under the Cognitive, Affective and Psychomotor development of adolescents and youth. -To develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of Personality.
M.Ed	Educational Administration and management	Professional Ethics	-To enable the learner to become effective manager of teaching/ Administration of Education. -To enable learner to become & agents of change in various aspects of education. -To acquaint the learner with challenges and opportunities emerging in the management and administration in education. -To make the students understand about the fiancé, management of Education. -To make the student familiar with the new trends and techniques of education.
M.Ed	Gender Perspective and Education	Gender	Develop basic understanding and familiarity with key concepts gender, gender bias, gender stereotype: empowerment, gender parity, equity and equality,



			<p>patriarchy and feminism:</p> <ul style="list-style-type: none"> <li>-Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;</li> <li>-learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region;</li> <li>-Understand how gender, power and sexuality relate to education.</li> <li>-Gender Issues ; key concepts-</li> <li>-Gender studies ; Paradigm shifts</li> <li>-Gender Power Education.</li> <li>-Gender issues in curriculum.</li> <li>-Gender, Sexuality, Sexual harassment and abuse.</li> </ul>
M.Ed	Educational Guidance and Counseling	Human Values	<ul style="list-style-type: none"> <li>-To acquire the students with the concepts, needs and viewpoints about Guidance and Counseling and the underlying principles in reference to normal children as well as in reference to children with special needs.</li> <li>-To acquire the students with the organizational framework and procedures of Guidance- Services in educational institutions.</li> <li>-To acquire the students with the tools and techniques required for providing Guidance and Counseling services to students.</li> </ul>
B.Sc, B.com, BBA 1 <sup>st</sup> year	ENVIRNMENTAL AWARENESS	ENVIRNMENT AND SUSTAINABILITY	
B.Sc, B.com 2 <sup>nd</sup> year	ECOLOGY AND PLANT UTILISATION	ENVIRNMENT AND SUSTAINABILITY	



B.Sc. III Botany and Zoology	Ecology and Plant Utilization, Ecology and Environmental Biology	ENVIRONMENT AND SUSTAINABILITY	
B.Sc. III Microbiology	Environmental Microbiology	ENVIRONMENT AND SUSTAINABILITY	
NSS	Swachhata abhiyan, Tree Plantation	ENVIRONMENT AND SUSTAINABILITY	
NSS	Leadership, personality development	Gender Issue, Human Values	
NSS	Human rights, Unity of Integration	Human rights	
NSS	Blood donation, distribution of medicines, Food grains etc	Human Values	

